



# MY CHILD CLUB

A Facilitators Guide



Save the Children





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# FOREWORD

Child participation is a fundamental right of children under the United Nations Convention on the Rights of the Child (UNCRC) that was adopted in November 1989 and since then, 196 countries have ratified the convention, making it the most ratified human rights convention in the UN's history. Fiji ratified the UNCRC in 1993. Child participation is essential to advance children's rights and create positive changes in their lives. Child participation is also critical to the development of a child and to keep children safe and protected from violence. It is about empowering children to play an active role in decisions that affect their lives, in their homes, communities and schools and ensuring that adults respect and listen to children's views and take them into account.

The My Child Club - A Facilitator's Guide was designed based on concepts and adaptations from a combination of resources such as the Save the Children Change the World Organizer's Handbook; How to Start a Save the Children Club in your School; Toolkit for Children and Young People's Participation in Advocacy, Advocacy Matters: Helping children change their world – An International Save the Children Alliance guide to advocacy; Children's participation toolkit for social workers and early help practitioners, A Toolkit for Monitoring & Evaluating Children's Participation and Campaign Planner for Children – Facilitation Tools.

This guide book has been adapted to Fiji's cultural, social and economic landscape and challenges with considerations of localized interpretations for its users. The contents encourage children's meaningful and safe participation in matters that concern their rights, wellbeing, welfare, development and protection as well as encourage the community spirit among children based on our contexts as a 'communal people'. The contents encourage communities to give children an appropriate space (ie the clubs) to raise their voices and have their opinions heard and was designed for the Child Club Coordinators to use or guide older children of their clubs to use as a guide in creating activities for their children.

# INTRODUCTION

“We worry about what a child will become tomorrow, yet we forget that she or he is someone today.” — Stacia Tauscher, dancer and artist

Children’s participation in matters that concern their physical, emotional, spiritual and social development is a key factor in raising children to be the best of themselves. Children are a precious gift of life and they reflect their environment through their behavior and attitude. It is very important that parents and caregivers and guardians, nurture children to live their lives to the best image of themselves.

The purpose of a child club is to provide a safe space for children in the community to come together and learn extra-curricular activities that will help them develop as a person and become an actor in the development of their communities. Child clubs can be an excellent way to support the healthy development of children in communities. By providing a safe and supportive environment for children to socialize, learn, and develop essential life skills. Child clubs can help promote child participation, empowerment, and engagement, ultimately contributing to the overall well-being of children and the community as a whole.

The clubs can also be used as learning platforms to advocate and campaign for policy reviews and changes regarding the welfare and wellbeing of children. The activities in the guide have been developed with reference to proven child centered activities that support children and their families and communities to work together and they have been adapted to local contexts. These activities are aimed to strengthen relationships within communities, families and children. The activities have also been designed to accommodate two types of interests that attract an individual’s attention to a specific activity; personal or individual interests and situational interests. Personal interests entail children’s interests in art, sports, movies and television, animals etc. Situational interests come in the form of unique experiences such as being a part of a child club or a special occasion. It is important for users of the manual to understand that the activities outlined in the manual can be facilitated by older, trained children with the support of the facilitator and participating adults.



## HOW TO USE THIS GUIDE

This guide book contains chapters and exercises that can help adults and children work together in promoting children's meaningful participation to contribute to their own development, that of their communities and their homes. While the activities have a specific age group, it should not limit users of the guide from including children of younger ages in the activities. Users of the guide are encouraged to adapt activities to their local contexts and realities in supporting their children's needs, preferences and desires.

The guide is divided into two chapters and each chapter outlines simple and practical methods for this guidebook's user to engage with children. The chapters also describe how activities can be conducted and they describe the tools and resources needed for each activity. The activities encourage children to learn new skills in a fun, interactive and creative way(s) that stimulate them to adapt positive attitudes about themselves and their peers.

### Chapter 1: How to Start your club

This chapter helps users understand the simple ways of starting a club in their community

This chapter has two sections;

Section 1 – The 9 basic requirements of child participation

Section 2 – How to start my child club

### Chapter 2: Club Activities

This chapter is divided into 5 sections and the activities have been developed to guide users on ways to engage children that will help in their growth, development and supporting their needs. The activities outlined in the guide book should not limit users from exploring other relevant activities for their child clubs but it is essential that users of the manual should always refer to the 9 basic requirements of child participation whenever they include new activities.

Each section is aimed at building children's character, inner strength and resilience through practical and simple exercises or activities;

#### Section A: Guidelines to Planning your Activities

This section helps users of the guide book on how to plan children's activities based on the 9 principles of child participation

#### Section B: My Right to Life

Activities in this section teaches children and families about the rights and responsibilities of children and families under the United Nations Child Rights Convention and how to campaign together to make children's voices matter in decision making that affect their lives.

#### Section C: Who Am I?

This section helps users of the guide book develop activities for children on self-empowerment. The activities have been developed to meet children's needs in supporting them become empowered individuals who are able to endure and overcome their personal challenges by learning new skills

#### Section D: Reading for a Better Future

This section is aimed at helping families and communities support the literacy and numeracy needs of their children by developing family or community-based programs

#### Section E: Keeping My Club Alive

Contents of this section are aimed at supporting families and communities develop ways that will strengthen and sustain their child clubs

## CHAPTER 1: How to start your child club

### Section 1:

#### THE 9 BASIC REQUIREMENTS FOR MEANINGFUL AND ETHICAL CHILDREN'S PARTICIPATION

(This section is a direct adaption of the Save the Children resource on child participation)

Children's participation is an...ongoing process, which includes information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes." Save the Children believes that children's meaningful participation in matters that concern their development and freedom fundamental and that families and communities must commit to providing safe spaces that encourage children's learning and opportunities to explore and grow. Articles 12 to 17 of the UNCRC outline concepts of child participation for children.

The Nine Basic Requirements for Meaningful and Ethical Children's Participation is a tool that guides families, individuals, communities and organizations that work with children on the best practices that will support children's meaningful participation. They are an important reference as child clubs are designed, formed, implemented, monitored and evaluated.

#### TRANSPARENT AND INFORMATIVE

Children clearly understand their rights and why they are involved in a child club. Children receive all the information they need about their participation and how their views will help to achieve change and the types of decisions and plans that their participation will influence. Children understand they can freely ask questions, seek clarification, raise concerns and/or express ideas and recommendations when participating in their child club activities.

In practice this means:

- Opportunities and limitations are clearly defined with children
- Children's roles and responsibilities are clearly defined
- Children understand how they/their community/their projects/their peers might benefit from the child club activity
- Child-friendly information is provided in appropriate and accessible languages/formats
- Child-friendly information is provided in a timely manner
- Children clearly understand the rules, policies and procedures to ensure their meaningful participation
- Children's views will influence, shape and inform decisions/plans in a timely manner
- Facilitators are honest and open with children
- Facilitators do not steer or manipulate children
- Children are free to ask questions and know how to get more information, if they wish
- Facilitators adapt and respond to unexpected changes/challenges and explore options together with children
- Problem solving is undertaken together with children

#### VOLUNTARY

Children have received the right information to understand the choices available to them and the implications of their choices. Children have the freedom to participate or not to participate in any activities and they fully understand the results of their decision.

In practice this means:

- Children are not pressured into participating in child clubs and activities within them
- Facilitators have addressed adult/child power imbalances to ensure a truly voluntary process



- Children are provided with sufficient and appropriate information and time to make informed choices
- Children understand what their choices mean
- Children have adequate amount of knowledge about the purpose and nature of the child club and its activities and their role in it to help them make choices on a continuous basis
- Children understand the principles of child participation (e.g. these Nine Basic Requirements)
- Children know they can withdraw at any time from the child clubs or/and individual activities and they know how to withdraw from a process
- Children have provided informed consent/assent to participate in child club activities and they are aware of how their contributions will be shared
- Facilitators have a clear policy on participation, including consent, safeguarding and confidentiality
- Facilitators are aware that permission given under pressure is not consent
- Children, facilitators and adult caretakers have information about challenges/risks and mitigation procedures related to online platforms

## RESPECTFUL

Children's views are treated with respect by adults and by other children. Children can initiate and express their ideas and views without feeling they must first seek permission from an adult and they are heard and valued. Children are able to express their views without fear of discrimination; respect ensures a culture that does not undermine children or their views and is considerate of their backgrounds, experiences, concerns, vulnerabilities and existing commitments. Likewise, respect ensures that children will not be humiliated or exposed to harm. Respect creates a welcoming environment and fosters a caring and considerate attitude towards children.

In practice this means:

- Children are able to freely express their views
- Children can confidently share their opinions, ideas and insights
- Effective facilitation ensures children are not humiliated, frightened to speak out or discriminated against
- Effective facilitation ensures that the ways of working are culture and gender sensitive
- Children's other commitments/rights (e.g., school/work/play) are taken into account
- Facilitators are polite and considerate
- Children understand the importance of respecting the privacy and personal limits of other children
- Facilitators have effective listening skills (including in person and online interactions)
- Facilitators do not dominate the dialogue or impose their values and opinions on children
- Key adults (e.g., parents and caregivers, teachers) are supportive
- Facilitators have a solid understanding of the socio-economic, environmental and cultural context of the children they are working with and define their support accordingly
- Documents, data and products developed by the children are appropriately stored
- Children are never used or manipulated by adults to advance the latter's agenda
- Children are supported to communicate respectfully and inclusively with their peers/ other children

## RELEVANT

Relevant information is provided and accessible to children who then, are able to contribute their expertise and draw upon their experiences, knowledge and capabilities to express their views on issues of relevance and importance to their lives. Children understand why the issue is of relevance to them and why their views and expertise are being sought. Children fully appreciate how their contribution to the discussion/research/consultation/meeting will inform plans to deal with the particular issues. Children's expectations are managed effectively and they understand both the relevance and the limitations of their participation. Children are given the opportunity to identify issues that they themselves believe to be relevant and important.

In practice this means:

- Topics/opportunities are of real relevance to the children involved
- Children are encouraged to identify/highlight the issues that they themselves regard as relevant
- Children clearly understand why they are participating in the child clubs, its activities and a given discussion/research/consultation/process
- Children understand how their input will add value to the process
- Effective facilitation enables all children to engage with the process and activities
- Cultural factors are carefully considered during the planning process
- Children are involved in ways that suit their age, ability, capacity and circumstances
- Language considerations are taken into account and actions to resolve communication barriers are adopted
- Children are clear on what they can and cannot influence; their expectations are effectively managed
- Any unexpected changes to a program/process are communicated to children with sensitivity
- Children have access to good, child friendly information so they can effectively define how they want to participate and the issues that matter most to them
- Methods of engagement and options related to information sharing/remote participation are explored together with children and are revisited/adapted as needed

## CHILD FRIENDLY

Children feel welcomed and responsive to the program. Children do not feel discriminated and are free to ask questions and raise concerns. Children feel confident in expressing their views. Sufficient time, information and materials are provided and communicated effectively to the children to help facilitate their meaningful participation. Children feel that their contributions will be valued and used for the intended purpose(s).

In practice this means:

- The methods/approaches are child friendly
- Meeting places and times for meeting are child friendly and accessible by children
- Relevant and child friendly information is provided to children and their parent/caregiver in advance
- Consent is received prior to the event, meeting or activity taking place
- Children develop or co-develop child friendly information and communication materials and methods
- Facilitators have the competencies to make children feel relaxed and build their self-esteem and confidence
- Facilitators are effective and familiar with a diverse range of child-friendly and inclusive methods
- Facilitators are adaptive and flexible in their approach
- Sufficient time is allotted for the proposed activities
- All possible efforts are taken to make spaces/platforms accessible to all children, including the most marginalised



- Children receive easy to follow instructions for access/using remote/online platforms
- Children help define the setting/platform that will work best for them
- Children and facilitators continuously evaluate how settings/platforms are working and make adaptations as required

## INCLUSIVE

No child is discriminated against during the participation process or program. Children will not be discriminated based on their capabilities; it does not humiliate children on any grounds. The participation process makes sure each child knows they are valued, respected and important.

In practice this means:

- Children are not discriminated against by reason of age, gender, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- All children of all genders, ages, backgrounds and abilities are engaged
- A safe space is provided for different groups of children to explore issues relevant to them (e.g., girls working separately from boys, if needed)
- The process ensures that children most impacted by discrimination and inequality have equal access and that their voices are heard and valued
- Participation is flexible enough to respond to the needs, expectations and situations of individual children
- Participation challenges and responds to existing patterns of discrimination
- Methods and facilitation techniques do not discriminate against children, are accessible and promote equal access
- Direct efforts are made to meet in environments and times accessible to children, especially the most marginalised, taking into account specific requirements (e.g., disability friendly transportation and venues)
- Children are included in problem solving and exploring creative options to ensure inclusive participation
- Partnerships are explored/formed with persons with disabilities and their representative groups to define a good participation strategy
- Child friendly information is accessible and includes audio, large print, pictures and sign language
- All efforts to consult with children should reach the most marginalised, including children with disabilities, minority groups, girls, etc.

## SUPPORTED BY TRAINING

Children have access to training on child rights, advocating, communicating with the media, holding decision makers to account, engaging in meetings, facilitation and designing and delivering training. Facilitators working with children have the capacities to support children's needs during any activities.

In practice this means:

- All facilitators interacting with children possess the confidence, skills and support to facilitate meaningful children's participation processes
- All facilitators interacting with children understand these nine basic requirements and understand why participation is important
- Learning and development plans are in place to support the continuous improvement of quality child participation
- A diverse range of formal and informal opportunities exist to facilitate learning, knowledge and technical skills development
- Facilitators have dedicated time and access to key documents and relevant resources
- Children have access to appropriate and relevant training

- Children co-facilitate training (when appropriate/possible)
- Children have access to relevant information, resources and personnel to advance their knowledge and expertise
- Facilitators know what manipulation of children looks like and are taking preventive measures to guard against it
- Relations between facilitators/support persons are positive and they treat each other with respect and honesty
- Facilitators can effectively navigate remote/online platforms to ensure their interactions with children are respectful, friendly and inclusive
- Learning and evaluation plans are in place to support the continuous quality improvement in child participation spaces/platforms
- Facilitators are able to identify and mitigate risks related to participation (including remote/online platforms) together with children

### SAFE AND SENSITIVE TO RISK

Children are safe at all times during any program or activity. All care is taken to ensure children's safety is paramount and are given the right information, support and attitude.

In practice this means:

- Children are aware of their rights and know how to seek help and support when needed
- The principles of 'do no harm' and 'best interests of the child' have been applied
- Conflict sensitivity and risk assessments have been undertaken
- Children involved in participatory processes are aware of their right to be safe from abuse and know where to go for help if needed
- Child safeguarding plans are in place to minimise risks, prevent abuse and remove barriers that some children face when obtaining help
- Referrals for psychosocial support (or other urgent support) for children have been established if required
- Children are involved in identifying risks and creating solutions; children feel safe when they participate
- Facilitators recognise their legal and ethical responsibilities in line with codes of conduct, child safeguarding policies and procedures
- Consent is obtained for the use of all information provided by children and information identified as confidential is safeguarded at all times
- No photographs, videos or digital images of a child can be taken or published without the child and parent/caregiver's explicit consent for a specific use
- Responsibilities relating to liability, safety, travel and medical insurance are clearly delegated and effectively planned for
- Ground rules are established with children on safe and respectful ways to interact (including online interactions and peer-to-peer interactions)
- There is agreement on how personal information, videos and photos will (or will not) be shared to protect everyone's safety and privacy
- Children and parents and caregivers have information related to online safety

### ACCOUNTABLE

Children receive feedback on how their contribution has advised, informed or influenced changes in their environment. Children have access to key stakeholders and have the opportunity to ask questions and to provide feedback on their participation. Children are given adequate time, support and information to share any feedback with their peers, particularly when nominated by their peers and/or communities to represent their views.

In practice this means:

- Rigorous monitoring and evaluation processes with children have been developed



- Children see the results of their participation
- Programming/policies/decisions have been influenced by children and learning processes
- Children's participation is supported within accountability mechanisms
- All children have a range of opportunities and processes to deliver their feedback (not only those children who take part in consultations and events)
- Children receive appropriate, honest and transparent responses to their inquiries, concerns and questions
- Child friendly versions of any final report/evaluation are developed – children explore how the information can be used to support their own actions/follow up processes
- Feedback mechanisms are incorporated into any process (including online/remote platforms)
- Any interaction with children respects their right to access information and to take action; we are never only extracting information from children



## Section 2:

### HOW TO START YOUR CLUB

The 5 simple steps to starting your club;

#### Gather members and a community elder(s)

To start your club, you will need to find children in your community who are willing to and interested in joining your club. As Club Coordinator, you will be required to oversee the activities of the club as well as assist and support club activities, events and fundraising(s). It is important to understand, that while the club benefits all children of the community, membership should be voluntary and supported by parents and caregivers/guardians. Aim at having an equal number of boys and girls in the clubs, and welcome children with disability to join in, making all reasonable accommodation to ensure their full access to the activities. The community elder(s), normally are looked up to in the community as advisors who endorse and support community initiatives, so it is important that they are consulted and understand the importance of supporting their children so they are able to endorse and promote the establishment of a child club in their community. Community elders are usually influential people in the community such as church leaders, village chiefs, Justice of Peace(s),

#### Get support from your community

Your community must officially recognize and support your club. It is important that parents and caregivers support their children and their engagement in the club. The club must be communally owned by both parents and caregivers and their children. This can be done through community meetings where you present to the community the idea of creating a club for their children that is aimed at supporting their children's development as well as supporting their children in realizing their rights and freedom and protection through community campaigns, children's programs and activities. Equally important is the consent of families for their children to be part of the club and this can be through the form of consent forms. Community elders or influential individuals in the community can be approached to champion the cause of the children's protection by their association with the club.

#### Register your club

While registration of your child club can be optional, it is important that you do consider registering your club with the Ministry of Youth and Sports to be able to access additional support such as provision of sports gear for club sports activities and other support from other government ministries or organizations. Should your community agree to register the child club, you can visit your nearest youth office for more advice on how to register as a club.

#### Hold your meetings

As the club coordinator, you will need to schedule club meetings. The aim of the meetings is to share with club members the planned programs as well as engaging with the children in deciding the types of programs they want for their club, timing and location for the week, month or year to enable members to organize their availabilities and transportation to attend the programs. However, leave some flexibility in your planning so that children can help shape the program and activities. Parents and caregivers/guardians and children might also have helpful advice regarding good meeting times and locations.

As club coordinator it is also important that you schedule meetings with parents and caregivers/guardians to update them on the club's activities. Keep in mind: during club activities children may share information about their lives and families. Some of this information may be sensitive. (for example: on a poster, children write, "my parents or caregivers leave us alone every night to go and drink grog")



A very important part of your club is the ground rules for members. The ground rules should be made up by children of the club with their parents and caregivers/guardians. It is important to have meeting minutes documented and recorded as they can go a long way in investing in the club's future with potential partners, supporters and donors.

#### Plan your activities

Activities can be planned but not limited to the following themes;

- Family fun days – children can celebrate special days with their families to strengthen their relationship
- Literacy and numeracy classes – families and communities, through their child clubs can organize activities that support their children's learning
- Campaigns led by children on matters that concern their wellbeing and welfare

The activities outlined in Chapter 2 should not limit the clubs from organizing other activities that will support children's learning, development and growth, provided they ensure meaningful and ethical child participation (please refer to the 9 Requirements section). While the activities in this guidebook have been developed to help communities and families, support their children's participation and protection more effectively, it does not limit them from adopting other activities that have the same goals.

#### Ensure Quality

As the Child Club Coordinator, you can use the principles of the 9 basic requirements to review your planned activities with the children to ensure that all activities are child friendly and meet quality standards. Refer to Appendix A as a guiding tool to help ensure all activities are of the best quality and standards of child participation.

## CHAPTER 2: Club Activities

### CLUB ACTIVITIES

“Children must be taught how to think, not what to think.” — Margaret Mead, cultural anthropologist

#### SECTION A: GUIDELINES TO PLANNING YOUR ACTIVITIES

This section helps users of the guidebook to plan activities with the children in their child clubs. Planning activities for children can be a fun and engaging way to help them develop their cognitive, social, and emotional skills. Here are some general guidelines to keep in mind when planning activities for children:

**Consider the age of the children:** Children of different ages have different interests and abilities. Make sure the activities you plan are appropriate for the age group you are targeting. Also take into account the different literacy levels of participants.

**Keep it simple:** It's best to keep activities simple and easy to understand. Also, make sure the materials you use are safe for the children. Consider an activity in the very beginning where children are able to get to know each other better as this is a way you can establish an understanding of their different needs, preferences and interests and create an open and trusted environment.

**Be creative:** Children love creativity, so try to incorporate fun and unique activities that they may not have tried before. You can also ask for their ideas and suggestions to ensure they are involved and engaged.

**Incorporate learning:** Activities can be a great opportunity to teach children new skills, whether it's math, science, or social skills. Try to incorporate educational elements into your activities in a fun and engaging way.

**Plan for different abilities:** Children have different abilities and learning styles, so plan activities that cater to different abilities and interests. This will help keep everyone engaged and ensure that everyone feels included.

**Be organized:** aim at having a clear structure and order to how you plan the schedule of activities. Ideally, sessions will build on each other, flow into one another and you will refer back to previous sessions' content as you go. Children generally learn well through repetition and having a structure. You may also consider starting and finishing each activity with a summary of what you covered in the previous session that day (ask children to summarise their main learnings and what they liked during the session). Stay within time (nobody likes overtime!).

**Set goals:** Setting goals can help you and the children stay focused and motivated. Set achievable goals that will challenge the children, but also make sure they are attainable so that everyone feels successful.

**Have fun:** The most important thing is to have fun! Children learn best when they are enjoying themselves, so make sure to plan activities that are enjoyable and engaging.

The activities in this guide are based on local contexts and targeted at engaging children from the ages of 11 years to 17 years. However, this does not limit children of younger ages to participate.



## SECTION B: MY RIGHT TO LIFE

“Children are more than we think they are; they can do more than we think they can do. All they need is a vote of confidence from grownups, whom they will ultimately replace anyway. Their dream today will become the realities of tomorrow.” - Wess Stafford

Activities in this section have been designed to support children and their families learn more about their rights and their responsibilities as well as encourage them to work together to advocate for the rights of their children to influence change and a more collective effort in ensuring the protection of children is realized in all levels. In this section, children will learn about their rights and their responsibilities as well as how to critically think about things and make the right decisions. Children will learn how to develop planning skills for their activities and problem solving collectively.

This activity must be carried out before Activity 1

Bridging activity	What do children need to grow?
Rationale	It is important that children are able to understand the reasonings behind an activity. In this case, this activity is used as a tool to prepare children before learning about their rights. This activity is a direct adaptation from the Save the Children International resource; Campaign Planner for Children; Facilitation Tools.
Aims of the Activity	To prepare children in understanding their rights in Activity 1
Resources	markers, sticky notes, flip chart paper, (one per group)
Time	20 minutes or 40 minutes depending on the number of children participating in the activity
Activity participants	Children (12yrs old – 18yrs) and families
How to do the activity	<p>To start the activity, ask the children to think about these 3 questions;</p> <ul style="list-style-type: none"><li>• What do you think, plants need, to grow?</li><li>• How can you tell if a plant is healthy?</li><li>• How much light, soil and water do plants need to grow?</li></ul> <p>Explain that for all trees to grow big and healthy, they need equal access to light, water and soil. Otherwise, some do not grow into big and healthy trees. In the same way, children need certain things to achieve their full potential.</p> <p>In small groups, ask participants to list things they believe children need to achieve their full potential on a flip chart. Have each group focus on one element: mental needs, physical needs, social needs and spiritual needs.</p> <p>After 15 minutes, each group identifies a group member to present the discussions to the rest of the team. Discuss the answers as a group.</p>
To close the activity	Explain to the children that their answers show that they understand the importance of having the right environment and support in order for them to be able to fully develop and grow into their potential;

## SECTION B: MY RIGHT TO LIFE


Activity 1	Understanding the United Nations Child Rights Convention (UNCRC)
Rationale	It is important that children understand and know their rights and the responsibilities associated with their rights. Children learning with their families on their rights helps them understand the boundaries of their concerns and develops understanding and appreciation among/ within their families.
Aims of the Activity	<ul style="list-style-type: none"> <li>• Enabling children to understand and know their rights and their responsibilities</li> <li>• Creating safe spaces for children and adults to learn together about the rights of children and their responsibilities to support each other realize their rights</li> <li>• Provide children with a fun-filled and creative way of understanding their rights and responsibilities</li> </ul>
Resources	Child friendly UNCRC handouts, acrylic paints, poster paints, canvas materials, acrylic pads, paint brushes (flat and pointed sets), 4B pencils, erasers
Time	40mins to 1hr
Activity participants	Children (12yrs old – 18yrs) and families
How to do the activity	<p>Option 1</p> <p>Invite an officer from the Department of Children or Save the Children or any relevant organization that work with children to conduct awareness sessions on the UNCRC and the contents of children's rights and the responsibilities of children, their families, communities and the government.</p> <p>You will need to;</p> <ul style="list-style-type: none"> <li>• Contact any of the agencies mentioned and invite them to conduct a UNCRC awareness session to children and their families</li> <li>• Organize with your community, families and children of the child club an agreed date and time for your preferred agency to conduct the awareness session on the UNCRC</li> <li>• Arrange for a space for the awareness session such as a community hall or somewhere that is commonly shared by the community</li> <li>• If possible, arrange for refreshments for children and their families</li> <li>• Check with the preferred agency on any logistics support they will need such as refreshments, materials etc</li> </ul> <p>Option 2</p> <p>It is assumed that the facilitator has been trained in child protection and the contexts and contents of the UNCRC by Save the Children</p> <p>You will need to prepare the following;</p> <p>Resources – refer to resource section for materials you can use</p> <p>Find a space in the community like a community hall or common space to conduct the activity</p> <p>If possible, arrange with families to provide children's refreshments</p>



	<p>To start the activity;</p> <ul style="list-style-type: none"> <li>• Welcome children and their parents and caregivers and explain to them the purpose of the activity</li> <li>• Talk to the children about what the UNCRC is and how does it support children in their growth, learning and needs</li> <li>• Ask children randomly what do they understand about rights and why do they think it is important</li> <li>• Write each of the 42 articles on a piece of paper each and mash them to create a cabbage ball</li> <li>• Ask the children to form a circle and hand the cabbage ball to a child or;</li> <li>• Pass the cabbage ball to a child and ask her/him to take out a piece of the cabbage and see what RIGHT is written</li> <li>• Ask the child to share what they think about that right and what it means to them</li> <li>• Do this until the cabbage ball is no more and ask children what they think of the exercise – guide them towards identifying the types of responsibilities they think are linked to their rights</li> <li>• Explain to the children the differences between rights and responsibilities; you can say that ‘rights’ mean the freedom we have to live our lives with dignity and ‘responsibilities’ mean how we respect the rights of others and the actions we take to ensure their rights are met</li> <li>• Hand out paints, brushes, pencils etc and acrylic pads, canvas or whatever material is available to the children</li> <li>• Ask them to create or paint the responsibilities that are associated with the rights they had shared</li> </ul>
<p>To summarize the session;</p>	<ul style="list-style-type: none"> <li>• Gather the children in a circle</li> <li>• Ask the children how do they feel about the activity – encourage the children to share as much as possible</li> <li>• End the activity with a declaration exercise where the children make a commitment to themselves to respect each other and be supportive of each other</li> </ul> <p>Facilitator Notes:</p> <p>Some of the children may feel uncomfortable to share in the group and it is important to encourage them that it is okay to feel uncomfortable and if they do not want to participate it is okay as well.</p> <p>This session can be adapted in many different ways with the same aims of raising awareness among children in understanding their rights and responsibilities and is subject to the resourcefulness and creativity of the facilitator.</p>

Activity 2	Define the Change <ul style="list-style-type: none"> <li>• Problem Tree</li> <li>• Voting - Setting our priorities</li> <li>• I am SAFE</li> </ul>
Rationale	It is important that children understand and know what risks they face in their communities and homes to enable them to make the right decisions with the help of their families and communities to feel safe. When communities and families understand their children's fears, they will be able to make the right decisions to ensure their children's safety within their communities and homes.
Aims of the Activity	<ul style="list-style-type: none"> <li>• To help children map areas in their communities that make them feel unsafe</li> <li>• To help children know what to do and who to go to whenever they do not feel safe in their homes and communities</li> </ul>
Resources	Butcher/newsprints papers; colored pens and pencils; masking/paper tape; pins or blue tac, sticky notes
Time	40mins to 1hr
Activity participants	Children (6yrs old - 17yrs) and families
How to do the activity	Facilitator Notes; <ul style="list-style-type: none"> <li>• This is a very important activity as it gives children an opportunity to express their concerns about unsafe areas in their communities. The facilitator has the option of having separate sessions with children of different ages. Before starting the activity, explain to the children the purpose of the session and how it will help their families and communities make the needed changes to ensure their children are safe in their communities.</li> <li>• After each activity, you may want to keep the children's creations in a place where you can come back to them to review for other activities.</li> </ul>
Exercise 1: Problem Tree	To start the activity; <ul style="list-style-type: none"> <li>• Divide the children into groups (number of groups will be based on the number of children in the activities)</li> <li>• Give the groups these 3 words; PROBLEM, CAUSE and EFFECT and explain to them their meanings;</li> </ul>
	Explain to the children the different meanings of the words; <p>PROBLEM - the main issue that is stopping children from reaching their goals and dreams</p> <p>CAUSE - something that makes an action happen. It is the reason for the problem and an example can be; my family cannot afford to buy enough food so I have to leave school to work and help my family.</p> <p>EFFECT - this is the result of the action taken from the cause. So the effect can be dropping out of school because I have to work to help my family</p>



<p>Exercise 1: Problem Tree</p> 	<ul style="list-style-type: none"> <li>• Ask each group to discuss amongst them to identify problems they see in their communities</li> <li>• Give the groups a butcher paper each and ask the groups to draw a tree to their liking and give them sticky notes so that they can write their problems on them and stick them to the trunk of their tree</li> <li>• Ask the groups to think about the effects of their problems and write them on their sticky notes and place them on the leaves and branches</li> <li>• Tell them to think about the effects of the problem on children, their families and community</li> <li>• Now ask the groups to discuss about the causes of the problem and write them on their sticky notes and place them on the roots of their tree</li> <li>• Encourage the groups to discuss amongst them why are these problems happening?</li> <li>• Summarize the exercise by getting the children back into the larger group and have them agree on the problems as this will be the basis of their campaign activities</li> </ul>
<p>Exercise 2: VOTING</p>	<p>To start the activity;</p> <ul style="list-style-type: none"> <li>• Divide the children into different groups – think about their age groups and capabilities</li> <li>• Explain to the children that they will now vote on which problems they feel are most urgent and those that are less urgent from their problem tree</li> <li>• Give each child 3 sticky notes each of different colors for example red, yellow, green and tell the children that each color represents the importance of the problems and need to address them</li> <li>• Each color represents the different levels of importance of the problem eg. Red can mean ‘very urgent’, yellow can mean ‘urgent’ and green may mean ‘less urgent’</li> <li>• Ask them to vote on which problems they want or feel should to be prioritized when they do their campaigns for change in their community;</li> <li>• Ask the children to group similar issues together</li> <li>• Ask the children to consider if some of these items feel more urgent than others</li> <li>• As the Facilitator, you should also consider if you and the children can influence change</li> <li>• Ask the children to think about the issues they feel are very important and why they think so</li> <li>• Invite the children to place their sticky notes on the problems on their problem tree</li> </ul> <p>To summarize the activity;          You can explain to the children that now they have identified which problems are important to address and which problems they can come back to later, the next step would be to share this information with the adults in their community to help them in making the best decisions for their children.          Explain to them that their voting will also help them in planning out their campaign activities in their community.</p>

### Exercise 3: I AM SAFE

#### Define the Change

- Problem Tree
- Voting - Setting our priorities
- I am SAFE

#### To start the activity;

Divide the children into different groups – think about their age groups and capabilities

Ask the different groups to draw a map of their communities; encourage the children to include all areas of their community

Ask the children to mark areas in their maps that make them feel unsafe and areas that they feel are safe

Tell the children to also think about things like blocked drains that can affect their health, places that can be a danger to them etc

Ask the children to also think about their problems from their other two activities and to mark the areas on their map that they feel caused the problems

After the groups have completed their maps ask a volunteer from or the group themselves to present to everyone their map and to share why they have marked the unsafe areas

After the groups have shared their maps, bring everyone back to the larger group to create a map based on everyone's maps

#### To summarize the activity;

- Ask children if their map can be presented to the community leadership platforms and their families to inform them that these are places in their community that make their children feel unsafe (or would they prefer to draw a different map to sharing with adults?)
- Affirm to the children that their maps will help their communities and families make changes to ensure their children are always safe in their communities
- Use the maps and the issues identified to inform the activities and campaigns in the next activity

Note: be aware of any personal or sensitive information the children may have included in their maps and ensure it is safe to share with adults and that children have consented. For example: children might name individual people that make them feel unsafe; or they could refer to a family situation that might put them at risk. Ensure there is no risk of retribution from anyone in the community. You may also want to talk to the children about protecting the privacy of the other children and to respect the child club as a 'safe space'. Understand that you can never 100% guarantee the confidentiality within the group – participants should be aware of this limitation from the onset and procedures should be in place in case sensitive information is shared outside of the group.



Activity 3	The Art of Action Plans
Rationale	<p>Teaching children how to plan gives them life skills in responding appropriately to situations rather than reacting poorly. Planning is an important aspect of life and learning the proper way to develop an effective and realistic plan helps children become better achievers as they are able to identify their strengths and weaknesses as they develop skills that will help them towards their dreams.</p> <p>Benefits of knowing how to plan helps children;</p> <ul style="list-style-type: none"> <li>• Have a better sense of time and develop effective patterns or sequences</li> <li>• Develop analytical skills which helps with problem solving</li> <li>• Be able to discuss with their parents and caregivers on what is going on</li> <li>• Be able to contribute to their campaigns in their club activities Are able to solve problems with parents and caregivers</li> </ul>
Aims of the Activity	<ul style="list-style-type: none"> <li>• To help children plan out their activities for their child club with support from the coordinator and their families</li> <li>• To help children understand the importance of planning and to equip them with the knowledge and wisdom of identifying their strengths and use them to work towards their goals.</li> <li>• To help children develop critical thinking skills</li> </ul>
Resources	Butcher paper/newsprints; colored pens or markers; sticky notes of different colors; masking tape/paper tape
Time	40minutes to 60minutes (Facilitator can spread the activity time to include children of younger age group)
Activity participants	Children (6yrs old – 17yrs) and families
How to do the activity	<p>Facilitator Notes;</p> <p>Ensure that there is enough space for children to feel comfortable in. Encourage all children to participate but also tell them that it is okay to not participate if they are uncomfortable in taking part in the activity in the larger group. Provide an alternative way(s) for the children who are uncomfortable to participate in the larger group.</p> <p>This activity is encouraged to be held before any campaign activities. In this activity, you can also include the SMART Goal activity as well (refer to Activity 2: SMART GOALS for the Club in Section E: Keeping My Club Alive.</p> <p>To start the activity;</p> <ul style="list-style-type: none"> <li>• Explain to the children the importance of planning and how it will help them individually work towards achieving their aims and goals in life</li> <li>• Divide the children into different groups (you can explore having boys and girls making their own groups)</li> <li>• Ask the children to discuss on a theme for example a sports event for their club</li> </ul>



How to do the activity  
Exercise 1: Problem Tree




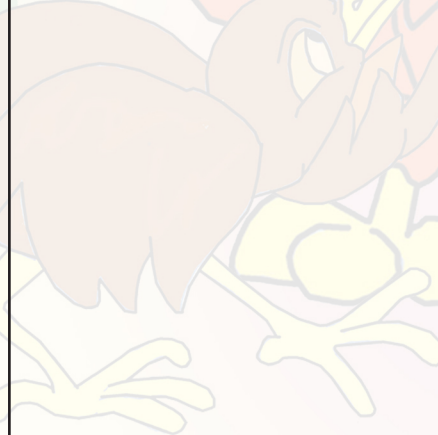
- Ask the children to reflect on this problem; why did they feel it was a very important problem to them; what were the causes of the problem; what and how will they fix the problem; who can they ask for help
- Explain to the children that by reflecting on these questions, it will help them to create a vision of what life will be like after they have fixed the problem
- Explore with the children the who, what, where, when, why and how will they carry out their event
- Explain to the children that learning to plan helps them develop the skills to think critically about matters that concern them and how to attend to their concerns
- Tell the children what critical thinking means;
- It is how we think about a topic or information by considering every detail;
- Example – show a picture about a boat and ask the children to start thinking about why was the boat created, who will use it, who will benefit from using the boat, what does the people using the boat need to make sure the boat is usable etc
- Explain to them that it is also about being fair in making their thoughts known and it helps them make a decision because they have considered every detail about a subject (go back to the boat exercise)
- Ask children why they think planning is important. Some ideas you can share after the discussion: Good planning increases chances of success of your project, as all people involved know what to expect, what their responsibility is and what the goal of the project is. Planning also helps you to make sure you have the resources you need; it helps us anticipate anything that can go wrong and plan a response
- The children will agree on a theme for their campaign, based on a problem they have identified
- Once the children have agreed to a common theme for their campaign activity, draw a table on a butcher paper (refer to example below);

What is out activity	Why are we having our activity	When will we have our activity	Who will help us	How will we do our activity
Clean-up campaign	Our community has a lot of blocked drains and children have suffered from dengue fever (this is the part where children envision a clean environment and less children getting sick)	Children will decide a date or day to have their activity eg. a public holiday or a Saturday	Children will identify people who can help them eg. their families, community leaders etc. or relevant authorities such as the Ministry of Health officials, Ministry of Youth or the Police etc.	Children will discuss and decide on how they plan to carry out their clean-up campaign



Activity 3	The Art of Action Plans
	<p>To summarize the activity;</p> <ul style="list-style-type: none"> <li>• Thank the children for all their contributions</li> <li>• Explain to them that the planning exercise can even be used personally</li> <li>• Encourage the children to always try and use this method whenever they are planning something for themselves or in their groups of friends or even a family activity</li> </ul>
Activity 4	Create the Change - Campaigning with Children
Rationale	<p>All children have the right to speak out and participate in decision-making. They know what works for them and many want to contribute positively to the development of their societies.</p> <p>We need their voices in the creation and implementation of laws, policies and budgets. And they must have the opportunity to create change, campaign, influence and hold decision makers accountable.</p> <p>There are 3 different activities that have been developed based on local knowledge and information from communities in ways to engage their children such as; sports days – either through ordinary sports such as rugby, volleyball etc or contemporary and traditional games; clean-up campaigns and exhibitions through various art mediums that can be used as activities for children to advocate for their rights and protection. However, children can come up with their own ideas based on their preferences, needs and strengths. Ideally, these ideas will emerge from Activities 2 and 3. To select the activity, help children consider whether the activities they come up with, provide a platform for children to advocate for their rights and protection.</p>
Aims of the activity	To work with children to develop key messages that concern their protection and safety and advocate within their homes, communities and nationally for effective changes to be made that will ensure that every child is protected and is safe.
Resources	<p>Campaign materials: poster papers; colored pens and pencils; crayons; poster paints; any other materials facilitators feel will be useful</p> <p>Sports equipment; soccer balls, rugby balls, potato sacks, netball/volley ball &amp; net, tennis ball, empty cans &amp; tennis ball etc</p> <p>Traditional games: Coconut scraper and husker, a dozen coconuts, coconut leaves (drauniniu) and pandanus leaves (voivoi), empty tin cans and tennis ball(s) for pani, additional resources can be the prerogative of the facilitator and children depending on other traditional sports children and families identify</p> <p>Resource persons; individuals and organizations or businesses that are able to support the activity through funding, facilitations for traditional games etc</p>
Time	Facilitators can determine the time with children and their families when planning the activity.



Activity 4	Create the Change - Campaigning with Children
Activity participants	Children (6yrs old – 17yrs) and families
How to do the activity	<p>Facilitator Notes;</p> <ul style="list-style-type: none"> <li>• There are so many different ways that this activity can be conducted. Facilitators are encouraged to use local practices and activities that engage children and their families in doing things together such as community clean-up campaigns or family fundays. The activities outlined here can be used as examples for adaptation based on the dynamics of the child club and its community.</li> <li>• You can refer to the action plan activity with the children when planning with the children.</li> </ul>
	<p>Option 1: Family Fun Day – Sports</p> <p>You will need to prepare the following; Call a child club meeting with children and their families and ask them what activity they would like to help organize and get engaged in a special day like World Children’s Day, Prevention of Child Abuse &amp; Neglect (PCAN) Day, World Water Day and other internationally days of commemoration for children or a memorial-day for the community etc</p> <p>Discuss with children their ideas for a theme and agree all together (you may need to use a voting activity)</p> <p>Identify a convenient space to hold the event which is accessible to families and appropriate for children</p> <p>Making sure the space is child friendly and all security and safety measures are considered – do a risk assessment and mitigation plan before you start, engage the children in it and get their input to come up with solutions</p> <p>To start the activity;</p> <ul style="list-style-type: none"> <li>• Prepare a schedule with children and their families</li> <li>• Assign roles and responsibilities</li> <li>• Identifying the venue for the event with children and the types of sports activities</li> <li>• Explain to the children the purpose of event is to help them develop their skills in team work and learn how to work together to do things, by also raising their voices on a matter that concerns their safety and protection so to create better lives for themselves, where they can grow and develop in a healthy and safe way.</li> <li>• You can also explain to them that through the event, they can develop messages that show how the activity helps children and their health</li> <li>• Ask the children to discuss and decide on the rules for the event</li> <li>• You have the option of dividing children according to their age groups, gender etc to make up the teams</li> <li>• You can refer to Activity 3 with the children to plan out the activity eg. what day will your event be, who will or can help you etc</li> <li>• Remember to have emergency contact available as well as a first aid for the event</li> </ul>

Activity 4	Create the Change - Campaigning with Children
	<p>Option 2: Family Fun Day – Community Clean-up</p> <p>You will need to prepare the following;</p> <ul style="list-style-type: none"> <li>• Call a child club meeting with children and their families and ask them what activity they would like to help organize and get engaged in during World Children’s Day or a memorial-day for the community etc (refer to examples in the previous activity)</li> <li>• Discuss with children on their ideas for a theme and agree with them on the theme</li> <li>• Prepare safety equipment for the children such as gloves, face masks, relevant detergents etc</li> <li>• Ensure that the work is not hazardous to children – the idea is for children to illustrate to communities the hazards in the community environment that can be detrimental to their health development</li> <li>• Invite the local health authorities to speak to the families and children after the clean-up activity on the importance of having a clean environment and how it contributes to children’s growth and development</li> <li>• Inform the community about the activity and ask the community to provide refreshments – you can organize with families to volunteer or work with local businesses or other agencies to provide refreshments</li> <li>• Ensure that a first aid kit is readily available</li> </ul> <p>At the end of the activity;</p> <ul style="list-style-type: none"> <li>• Gather the children, ask them if they liked in the activity, if they have any feedback on improvements we can make for next time. Mention you will take into account their feedback for the next activity and thank them for their good work</li> <li>• Reaffirm to the children that the activity will tell the community to start putting measures in place that will maintain the community’s cleanliness</li> <li>• Introduce the representative from the local health authority to talk to families and children about clean environment and how it contributes to children’s healthy development</li> <li>• To end the event, thank the children and their families</li> </ul>
	<p>Option 3: Family Fun Day – Traditional and Contemporary Games</p> <p>(Note that this section does not stop you from creating other activities based on your local resources and the children’s ideas)</p> <p>You will need to prepare the following;</p> <ul style="list-style-type: none"> <li>• Call a child club meeting with children and their families and ask them what activity they would like to help organize and get engaged in for a special day like World Children’s Day or a memorial-day for the community etc (refer to Activity 2; Define the Change to guide you in selecting an activity etc)</li> <li>• Discuss with children on their ideas for a theme and agree with them on the theme</li> </ul>



Activity 4	Create the Change - Campaigning with Children
	<p data-bbox="531 185 1444 219">Option 3: Family Fun Day – Traditional and Contemporary Games</p> <p data-bbox="531 264 1469 336">(Note that this section does not stop you from creating other activities based on your local resources and the children’s ideas)</p> <ul data-bbox="531 376 1481 1713" style="list-style-type: none"> <li>• Identify traditional games that build community spirit and togetherness, games that build children’s inner strengths and resilience, games that strengthen traditional and cultural knowledge and practices of everyday life-skills</li> <li>• Remember to use the 9 basic requirements to ensure that children fully participate in your planning and the activity as well</li> <li>• To start the activity;</li> <li>• You can start by telling stories of the different games you used to play as a child eg. Playing ‘pani’, and how all the children in your community would go around collecting empty tins/cans to be used to play ‘pani’. You can also include some parents to talk about their childhood games as well to create space for strengthened bonding between families and their children.</li> <li>• Talk to the children about the fun and enjoyment and how the game would sometimes engage a whole community</li> <li>• Identify different types of traditional or contemporary games with the children and invite them to vote on which game they would like to play</li> <li>• You can also consider discussing with the children about basing the fun day on learning traditional skills like weaving baskets, mats etc or masi making etc</li> <li>• Once the children have agreed to a game, refer to Activity 3; the art of action plan so that the children can plan how they want their fun day to be</li> <li>• Discuss with the children if they would like to have competitions during these activities; if they say yes then ask them to divide themselves into teams</li> <li>• Together with the children, identify all the resources and materials you will need for the game or games that the children have collectively agreed to</li> <li>• Set out roles and responsibilities together with the children to gather resources and materials needed for the activity</li> <li>• Create an agenda together with the children and ensure that there is a safety plan that will include the Do(s) and Dont’(s) the children have agreed to</li> </ul>
	<p data-bbox="531 1803 774 1836">During the event;</p> <ul data-bbox="531 1841 1469 2072" style="list-style-type: none"> <li>• On the day of the activity, ensure that children are safe during the activity and some families are chaperons for the children</li> <li>• You may want to invite someone influential in the community or someone famous like a sports star etc. to talk to the children as part of the activity</li> <li>• End the activity by thanking the children and their families</li> </ul>


## SECTION C: WHO AM I (CHILD PARTICIPATION)

'Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul' – Frederick Froebel

This section aims to help children and their families understand themselves and each other and appreciate their qualities and values as a person and as a family. Children are able to develop positive behaviors that help them to appreciate themselves and strive to continue to be better persons as they grow older.

Activity 1	Circle of Trust
Rationale	Trust is an important value in life. It is important that from the onset, children will feel safe with each other as well as the child club coordinators and other adults who are supporting the clubs.
Aims of the activity	To help children develop trust among each by sharing their hopes and fears and expectations of being a part of the group. It is expected that having everyone voice their expectations also makes the group responsible for everyone's well-being, not just the facilitators.
Resources	Sticky notes of 2 different colors for children's hopes and fears; butcher papers/newsprints; cello tape/paper tape; resource persons who can talk to children about the concept of trust and its importance and relevance to their growth and development
Time	40minutes
Activity participants	Children (6yrs old – 17yrs)
How to do the activity	<p>Facilitator Notes;</p> <p>It is important to emphasize to children that it is okay if they do not want to participate because they are uncomfortable in sharing in a larger group.</p> <p>To start the activity;</p> <ul style="list-style-type: none"> <li>• In this activity you will start by asking the children to form a circle;</li> <li>• Explain to the children the meaning of trust and how it plays an important part in building their self-esteem and faith in others and themselves</li> <li>• Draw a tree from the roots to the highest branch on a butcher paper and paste it on the wall</li> <li>• Hand out a sticky note each to the children and ask them to write down who are the people they trust</li> <li>• Ask the children to place the sticky notes onto the trunk of the tree</li> <li>• Now ask the children to write why they trusted the people they have identified and place them on the roots of the tree</li> <li>• Ask each child to write on their sticky notes what are some of the benefits or effects they see or feel when they trust the people they have identified</li> </ul> <p>To end the activity;</p> <ul style="list-style-type: none"> <li>• Explain to the children that trust is a very important value in life</li> <li>• You can use the reasons they identified in 'why they trusted the people they have named'</li> <li>• Close the activity by bringing the children back to the bigger group</li> </ul>



Activity 1	Circle of Trust
	<ul style="list-style-type: none"> <li>• Stress to the children about trust being an important value in life.</li> <li>• Trust is an important component of human interactions, bonding and positive relationship building. It helps communities thrive and grow. Trust helps children feel confident, safe and protected. When they trust someone, children are more likely to open up and share their needs, preferences and also problems - this makes it easier for adults to provide children they support they need to grow and develop into healthy and happy adults.</li> <li>• Trust is very important within this child club. For this club to work well and for everyone to feel comfortable, it's important we communicate with care and respect, we listen to each other, we keep sensitive information within the group as much as possible and we look after each other.</li> <li>• End the activity by asking children their feedback on the activity: Did they like it? If yes, why? If not, why and what would they do differently? Mention you will take their feedback into account when you plan future activities.</li> <li>• Acknowledge and thank the children.</li> </ul>
Activity 2	<p>"My role" – Express Yourself</p> <p>This activity is an adaptation from the Save the Children child participation resource; Campaign Planner for Children – Facilitation Tools.</p>
Rationale	Communication is an important skill to develop as it helps a person in their growth both professionally and personally. Hence, by developing children's communication skills, we build their self-esteem and confidence as they are able to communicate effectively with each as well as with adults on their interests and needs.
Aims of the activity	<p>The aim of this activity is to enable to children to be able to explore their preferences and preferred forms or ways of communication in expressing themselves.</p> <p>Participating in the activity helps children learn how to share their thoughts and develop effective communication skills. The activity will also help them to define their commitment individually and as a group. This will also encourage voluntary participation and ensures that all participants feel welcome and have equal opportunities during campaigning.</p>
Resources	crayons, pens/pencils, paper/flipchart, different colored markers
Time	30mins to 50mins
Activity participants	Children (11yrs old – 17yrs)
How to do the activity	<p>Facilitator notes:</p> <p>It is important that you consider the individual capacities of the children eg.</p> <ul style="list-style-type: none"> <li>• Some children might be very shy and some might be very loud</li> <li>• Remember the 9 basic requirements of child participation</li> </ul> <p>To start the activity</p> <ul style="list-style-type: none"> <li>• Talk to the children about how each of them is unique and special</li> <li>• Tell them how each of us may have different likes and interests</li> </ul>

Activity 2	<p>“My role” – Express Yourself</p> <p>This activity is an adaptation from the Save the Children child participation resource; Campaign Planner for Children – Facilitation Tools.</p>
	<ul style="list-style-type: none"> <li>• Explain that our difference is what makes life exciting as well as how these differences when put together, create amazing things; give examples such as sports teams like rugby etc. and how each player has a different set of skills and contribute to idea of a team</li> <li>• Now ask the children to go outside the space or room and look for any random item each and bring them back</li> <li>• Tell the children to imagine that their item is the most special item in the world to them and it makes them happy and to think about why their item makes them happy</li> <li>• Invite the children to form groups and tell them that they will have to share their message with their family and friends why this item is very special in a creative way</li> <li>• Ask the groups how will they share the information; <ul style="list-style-type: none"> <li>• Would they like to do a drama or skit</li> <li>• Would they prefer to draw posters</li> <li>• Would they like to create a song or poem</li> </ul> </li> <li>• Make sure the children enjoy and have fun when creating their message – them at least 20mins to 30 mins to create their message</li> <li>• Ask the groups to now share their message with everyone</li> <li>• After the groups have shared, invite the groups to share why they chose to share their message the way they did eg. Drawing posters, poetry etc</li> </ul> <p>To summarize the activity; Explain to the children that sometimes we find comfort in doing things as a group because and sometimes on our own. The activity taught us how to work together to create something special and share with people we care about. We also learned how to use our differences and create something that was special to us. We build on each other's strengths and weaknesses.</p>
Activity 3	<p>‘My Role’ – ‘Know Yourself, Know Your Team’</p> <p>This activity is an adaptation from the Save the Children child participation resource; Campaign Planner for Children – Facilitation Tools</p>
Rationale	Nurturing a sense of belonging in children is important to their development as it enables a child to build trust and confidence in others as they form relationships. A key outcome in having the feeling of belonging for children is the ability to cope with difficult situations and making good choices in life.
Aims of the activity	The aim of this activity is to enable children to appreciate their differences as being part of their individual uniqueness. Children will get to learn about their different interests and how they collectively are able to build special relationships with each other.
Resources	crayons, pens/pencils, paper/flipchart, different colored markers, sticky notes
Time	30mins to 50mins
Activity participants	Children (11yrs old – 17yrs) (this does not limit children of younger ages to participate)



Activity 23		<b>'My Role' – 'Know Yourself, Know Your Team'</b> This activity is an adaptation from the Save the Children child participation resource; Campaign Planner for Children – Facilitation Tools				
How to do the activity		Facilitator notes: It is important that you consider the individual capacities of the children eg. <ul style="list-style-type: none"><li>• Some children might be very shy and some might be very loud</li><li>• Remember the 9 basic requirements of child participation</li></ul>				
To start the activity; <ul style="list-style-type: none"><li>• Draw a table on the flipchart</li></ul>						
Voting	Art, drawing, painting etc	Storytelling, poetry etc	Music - singing, dancing, song writing etc	Drama - skits, role play, acting etc	Research, planning, organizing etc	Others
Love it!						
Some-times						
Not really						
<ul style="list-style-type: none"><li>• Hand out 3 different coloured sticky notes each to the children and ask them to place them according to their likes on the table under each heading</li><li>• After everyone has had a turn posting their sticky notes, ask the children to reflect on what they;<ul style="list-style-type: none"><li>• What do they see?</li><li>• Are there any similarities?</li><li>• Invite volunteers to share to everyone their reasons for their choices</li></ul></li><li>• Share with the children your personal experiences in learning the value of being different and how it has brought changes</li></ul>						
To end the activity; <ul style="list-style-type: none"><li>• Explain to the children the importance of understanding differences and why we need to support each other with our different likes and dislikes</li><li>• It is important that children learn to value differences amongst each other; explain to them that each one of us is unique and we were all given or born with different gifts that we use to contribute to making our world a better place</li><li>• Invite the children to sign up for any of the activities they would like to participate in</li><li>• When the children have all signed up, you can then create a schedule with them for their mini sessions – when planning with the children, ensure that the 9 basic principles are considered</li><li>• End the activity by thanking all the children for their participation and stress to them the value of being different</li></ul>						

## SECTION D: READING FOR A BETTER FUTURE

'The more that you read, the more things you will know....the more that you learn, the more places that you'll go' – Dr Seuss (Theodor Seuss Geisel)

The activities in this section have been developed to help children and their families support their educational needs with focus on improving children's literacy and numeracy skills.

Activity 1	Literacy & Numeracy Assessment (LANA) Classes
Rationale	Helping children prepare for school significantly increases their chances of success in the classroom.
Aims of the activity	To support children's learning needs especially their literacy and numeracy skills that will help them perform better in school
Resources	Story books for relevant appropriate age groups; butcher papers and colored pens/markers; persons in the communities who can support like retired teachers, youth who are doing tertiary studies etc.
Time	40minutes to at least an hour (depending on the resource person who will facilitate the session)
Activity participants	Children attending school from Year 1 to Year 13 (this does not limit children who are not attending school from participating)
	<p>Facilitator Notes;</p> <ul style="list-style-type: none"> <li>• Before the activity, you will need to discuss with individual parents and caregivers on what type or level of support their child/children need regarding their literacy and numeracy skills.</li> <li>• Arrange with persons or individuals in the community like retired teachers etc who can support the activity.</li> <li>• Also consider setting up a 'sign up' sheet where children can define the support they need. For example: if they have an upcoming project or assignment, they can make a request for a tutor to help them</li> <li>• It is important that children are divided according to the level of classes they are attending or grouped in age groups that are conducive to each other eg. Children ages 6 to 8 etc for literacy skills learning like reading storybooks or writing essays/compositions</li> </ul> <p>Literacy &amp; Numeracy skills</p> <p>Note: When carrying out the activity, you can engage a resource person to facilitate the activity such as a retired or current teacher or individuals who are able to facilitate the activity.</p> <ul style="list-style-type: none"> <li>• Make plans with the children for a date and times for their extra classes (you can create a timetable with the children) and share it with them as well as the person who will support the children</li> <li>• Organize with the children the areas they would like to learn more about in math, economics, accounting and other subjects to improve their knowledge</li> <li>• Explain to the children that through learning and education, they will be able to work towards a brighter future</li> <li>• After the classes you can thank the children and the facilitator for their time and encourage them with positive and affirmative words</li> </ul>




## SECTION E: KEEPING MY CLUB ALIVE

“Children are likely to live up to what you believe of them.”— Claudia Alta (Lady Bird) Johnson, Former First Lady of the United States

This section will help communities and families know how to support their children’s clubs and ensure their progress and continuity. The section is aimed at helping communities develop approaches that will support the sustainability of their child clubs. The activities in this section can be used to build the club coordinators and their children’s understanding of how to assess the clubs or specific activities and be able to improve them, by also addressing any challenges and risks that may have affected their activities or programs.

### Children’s Activities:

Activity 1	SWOT Analysis – strengths, weaknesses, opportunities and threats
Rationale	Reviewing club activities helps inform us on ways to making sure we can support our children without adding more burdens to our families. SWOT Analysis is one of the easiest ways of evaluating activities and programs that anyone can learn to use
Aims of the activity	To enable facilitators, Child Club Coordinators and their children to learn how to review their activities and identify ways to improve their activities
Resources	Butcher paper, sticky notes, colored pens/permanent markers, masking tape
Time	30mins to 40mins
Activity participants	Children ages 11 to 18 (this does not limit children of younger ages to participate)
How to do the activity	<p>Facilitator notes:</p> <ul style="list-style-type: none"><li>• It is important that you consider the individual capacities of the children eg. some children could be very shy while some can be very expression</li><li>• Remember the 9 basic requirements of child participation</li><li>• This activity can also be used to assess the club’s resources and needs and how you can get more support to ensure that the club is able to continue to exist and function</li></ul> <p>To start the activity;</p> <ul style="list-style-type: none"><li>• Ask the children if they have heard about SWOT Analysis and what it means</li><li>• After hearing their answers, explain to the children that the SWOT analysis is something they can use to help them with the planning of any activity for their club or for themselves</li><li>• Tell the children that SWOT is an acronym for; strength, weakness, opportunity and threat</li><li>• Divide the children into 4 groups and ask each group to discuss about each word and what it means to them - give the groups at least 15minutes then invite someone to represent their group and share with the bigger group what their group had discussed</li><li>• In their same groups, ask the children to think about a recent activity they had just completed and to discuss in their groups what they thought about the activity;</li></ul>

	<ul style="list-style-type: none"> <li>• Ask the children to choose someone to write their responses</li> <li>• Explain to the children the following; <ul style="list-style-type: none"> <li>• What went well for their activity and why</li> <li>• What did not go well for their activity</li> <li>• Were there any persons or things that helped their activity be successful</li> <li>• Were there any persons or things that did not help their activity</li> </ul> </li> <li>• Explain to the children that strengths and weaknesses are things or circumstances that they can control but threats and opportunities are outside of their control such as the weather for threats</li> <li>• Summarize the activity by explaining to the children that the SWOT exercise is a way in which they can use to look back on any activity they do and learn ways to make it better</li> </ul>
Activity 2	SMART GOALS for the Club
Aims of the activity	Having SMART goals is a key ingredient of successful ventures. The idea of teaching and encouraging children to have SMART goals is to help them apply this skill both in their personal lives and to their club
Resources	Butcher paper, sticky notes, colored pens/permanent markers, masking tape and other items you may find necessary
Time	30mins to 40mins
Activity participants	Children ages 11 to 18 (this does not limit children of younger ages to participate)
How to do the activity	<ul style="list-style-type: none"> <li>• Facilitator notes:</li> <li>• It is important that you consider the individual capacities of the children e.g. some children might be very shy and some might be very loud</li> <li>• Remember the 9 basic requirements of child participation</li> <li>• This activity can also be used to assess the club's resources and needs to identify ways that you can adopt to access more support to ensure the club continues to function</li> </ul> <p>To start the activity;</p> <ul style="list-style-type: none"> <li>• Explain to the children the meaning of SMART Goals; <ul style="list-style-type: none"> <li>• S - strategic and specific: your goal must be simple and precise</li> <li>• M - measurable: you are able to measure and collect evidence of every step of working towards your goal</li> <li>• A - action plan: you will need to have a plan that will help you work towards goals</li> <li>• R - realistic: you must ensure that the goals are realistic or possible to reach</li> <li>• T - time limit: you need to plan your goals and have a time limit to achieve each target or goal</li> </ul> </li> <li>• After explaining to the children, divide them into 4 groups; keep in mind the capabilities of each child so that they placed in the right group</li> <li>• Ask the children what is their goal or vision for their club</li> </ul>



## How to do the activity



- Ask the children to think about why they want to have a child club and how can the child club help them to achieve their goals in life
- After the children have shared their thoughts, you will then ask them to work in their groups to create their SMART goals for their vision of their club;
  - hand out sticky notes of different colors to the children - a color for each of the letters eg. a green sticky note for the letter S, a pink sticky note for the letter M etc.
  - encourage the children to talk about;
    - ◇ S - children to think about who, what, when and why; identify who can help them, what is their goal, what do they need and why
    - ◇ M - help the children understand that they need to think about how much effort they will have to use or how many times they have to do a task. Help the children identify the tasks they need to do
    - ◇ A - explain to the children that this is the part where they create a plan for their goal or vision
    - ◇ R - explain to the children that their goal needs to be understood by them and it is realistic
    - ◇ T - looking back at the last 3 letters, help the children be able to understand the importance of creating a schedule to achieve their tasks they have planned out to reach their goal
- When they have completed their group discussions, invite them to present to the larger group
- Summarize to the children their group feedback and encourage them that together you will work towards achieving their visions for their club
- Remind the children that it is important to have the same goals for their clubs and ensure that every child agrees to a common goal for their club that they all agree to

## Facilitator's Tasks:

As the facilitator or club coordinator, the following are important activities that you will need to carry out after each club activity. These activities are designed to strengthen your role in coordinating the children's activities as well as ensuring that the club is able to sustain itself and continue to exist with minimum support on its own. You can use this outline activities to either measure the success of each activity or program, or measure the effectiveness and relevance of the club at the end of each year. The following are the designed activities to assist you as the coordinator or facilitator;

- **Evaluation, Learning and Monitoring:**

Evaluating or assessing an activity gives us the opportunity to learn and grow and do things better especially when working with children. As the club coordinator, your role is to ensure that your programs and activities includes the 9 basic requirements. You can use the chart in Appendix A as your guiding tool when evaluating your activities and programs.

- **On-going review:**

The on-going review is a process where you use your learnings from evaluating your activities and programs to continue to ensure your activities and programs contribute to children's development. After each child club meeting, provide space and opportunity for children to share what they liked about the session - and if they have ideas that could make it better in the future. If possible, during the next meeting, inform the children of any changes that may have been made based on their feed back or if future changes might be made. (this is important so that the children can see that their views are respected – it helps to build a strong and trusting relationship). As a facilitator, take time to write down your own experiences and 'tips' that might help future facilitators.

- **Mid-year review:**

At the beginning of the creation of your child club, you will need to create a year planner for the year. Using the 9 basic requirements of child participation, discuss with the children on what are some activities they would like to do together for the year. This information will be used as the foundation of your year planner for your child club.

At the half way point, take time to sit down with children, parents/guardians and other stakeholders to explore the successes and challenges of the group. This is a good time to relook at past activities and programs with the children and to get feedback about topics and issues that are important to the children. This is an opportunity where children can revisit their year planner and mark down days for emerging areas of interests for their activities. Also remind stakeholders that we only have XX days/weeks/months remaining. Do we want the child club to continue after this time frame? As a community, what actions and steps do we need to start taking now to ensure the effort is sustained. Create a plan, identify persons responsible and follow up with them in the coming weeks/months

- **Club Annual Review**

In your year planner you should mark an end date and start date for the club. Including special days for children, public holidays, school holidays, religious holidays and community commemoration days can also be included as these days can be used to have activities or programs with the children.

The following tools have been designed to assist you in reviewing your club;

**Interviews:**

You can carry out interviews with random children and their families to learn about how the children's participation in the club has contributed to their development and relationship in their homes. As the club coordinator or facilitator, you will already have established good relations with your children and their families in addition to being a member of your community. So it is important that when doing interviews you maintain the boundaries that have worked thus far for you and your children and their families.



### Questionnaires

This is an effective tool to use when you want to learn from the children how relevant and effective their programs were. You can create simple questions about the relevance and effectiveness of club activities for children and their families to answer. The answers will help you and your team to create ways to sustain the club.

### Focus group discussions

You can use group discussions with the children and their families to talk about their thoughts about their club and how it has benefited their children. The discussions can also include ways that families and their children think that can help their clubs improve on their activities, programs and learnings that can benefit not only the children but the community as a whole.

### Stories of most significant change

Collecting stories of the club's positive impact on the lives of the children and their families is a good and simple way of seeing how effective your club programs and activities were. You may want to visit families and talk with parents or guardians about how the club has supported their children's learning and developing new skills that have made a positive change within their homes. These stories can be used to inspire other children and families who are not yet part of the club. This way, you have the opportunity to gather more support from the community for your club.



## APPENDIX A

### QUICK REFERENCE PLANNING & EVALUATION CHART

9 Basic Requirements - Ensuring Quality	
Requirement	Has the requirement been met?
<p>1) Participation is transparent &amp; informative</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>• provide child-friendly information in appropriate and accessible languages/formats</li> <li>• define roles and responsibilities, opportunities and limitations</li> </ul>	Notes & reflections:
<p>2) Participation is voluntary</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>• ensure children have time to make an informed decision about their involvement</li> <li>• ensure children can withdraw at any time</li> <li>• address adult/child power imbalances to ensure a truly voluntary process</li> </ul>	Notes & reflections:
<p>3) Participation is respectful</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>• take into account children's other commitments/rights (e.g. school/work/play)</li> <li>• ensure ways of working are culture and gender sensitive</li> <li>• key adults (parents, teachers, etc.) are supportive and informed</li> </ul>	Notes & reflections:
<p>4) Participation is relevant</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>• ensure the issues are of real relevance to the children</li> <li>• support child defined initiatives and topics</li> <li>• ensure adults have not pressured children</li> </ul>	Notes & reflections:
<p>5) Participation is child-friendly</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>• use child friendly methods and approaches</li> <li>• ensure meeting places are child friendly and accessible</li> </ul>	Notes & reflections:



## 9 Basic Requirements - Ensuring Quality

Requirement	Has the requirement been met?
<p>6) Participation is inclusive</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>engage children of different genders, ages, backgrounds and abilities</li> <li>provide safe space for different groups of children to explore issues relevant to them (e.g. girls working separately from boys, if needed)</li> <li>ensure the process is non-discriminatory and inclusive</li> <li>ensure those most impacted by discrimination and inequality have equal access</li> <li>ensure methods and tools are accessible and promote equal access</li> </ul>	<p>Notes &amp; reflections:</p>
<p>7) Participation is supported by training</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>ensure staff and partners have the confidence and skills to facilitate ChP processes</li> </ul>	<p>Notes &amp; reflections:</p>
<p>8) Participation is safe and sensitive to risk</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>undertake risk assessments</li> <li>develop a child safeguarding plan</li> <li>ensure all children know where to go for help if needed</li> </ul>	<p>Notes &amp; reflections:</p>
<p>9) Participation is accountable</p> <p>Demonstrated efforts to:</p> <ul style="list-style-type: none"> <li>develop a monitoring and evaluation (M&amp;E) strategy</li> <li>engage children in M&amp;E processes</li> <li>define communication and follow up mechanisms with children</li> <li>ensure children see the results of their participation</li> </ul>	<p>Notes &amp; reflections:</p>
<p>Notes, Recommendations &amp; Conclusions:</p>	

## Appendix B

### Child Participation Agreement

This Participation Agreement is to make sure that everyone can take part, have fun, be safe and enjoy their participation in their child club activities. When you are participating at any club activity, we ask that you respect the guidelines in this agreement.

These guidelines have been written for your safety.

#### What we would like;

- That you freely share your opinions, ideas and experiences
- That you will listen to and respect the opinions, ideas, culture, beliefs and experiences of others
- That you will respect each other at all times
- Everyone to enjoy themselves

#### What you can expect;

- To have your opinions, ideas and experiences listened to and respected
- To be respected
- For your culture and beliefs to be accepted
- Support to take part
- To have a great time!

#### We ask and encourage you;

- To accept that there will be other children who may be different from you and it is very important that we accept our differences as they make us individuals and unique.
- To come together to share ideas, opinions and experiences. Our differences can cause disagreement, please respect the right of each person to hold their own opinions.
- To accept there may be cultural differences between us, and to see the opportunity to learn about other cultures as a part of our child club.
- To tell us if you have particular dietary requirements for religious, cultural, personal, or medical reasons. We will try to cater for your needs as best as we can.
- To be respectful of other children at all times regardless of who they are and how they identify themselves.

#### Your Club Coordinator and Facilitators

The Club Coordinator shall be RESPONSIBLE for your welfare and safety AT ALL TIMES during all your club activities.

They shall be responsible for;

- Ensuring your activities are safe
- Ensuring your safety and wellbeing at all times
- Supporting you in the best way possible during all club activities
- Encourage you to participate freely during all club activities
- Ensuring that all your needs are provided during all club activities



## Appendix B

### Child Participation Agreement (cont'd)

#### Keeping safe and well

- You should feel safe and well at all times.
- It is not correct for any Child Participant or Adult or the Club Coordinator to:
  - ◊ Hit you or hurt you in any way
  - ◊ Bully or tease you
  - ◊ Ignore what you say, including questions and requests
  - ◊ Insult you or make you feel stupid or embarrassed

#### Getting help

- If there are person(s) or children that make you feel uncomfortable during any activities, you have the right to get help from the club coordinator.
- or that you are not respected or that you are not safe, you have a right to get help from the club coordinator who is responsible for your safety and wellbeing at all time
- The club coordinator will try to make sure that the person(s) or children you complained about changes their behaviour. If

you are in real danger they may have to tell someone to help protect you, but they will talk to you about this first.

You can complain about something that has happened to you or about something that has happened to another Child Participant.

#### Statement of Agreement:

I have read, understood and agree to all points within the Child Participation Agreement.

I understand that if I do not keep to this agreement then I may not be able to take further part in any activity.

I agree that my parent/guardian will give consent to my participation in this activity.

Child's Name	Child's Signature	Parent/Guardian Name	Parent/Guardian Signature
Date:		Date:	

# Appendix C

## Consent Form for Parent/Guardian/Carer

All care has been taken to ensure that your child will be safe at all times during the Child Club Activities.

I/We, (name(s) of parent(s)/guardian(s)/carer(s):

\_\_\_\_\_

\_\_\_\_\_

give my/our consent for my/our child/children to be a member of our community child club and to participate in all club activities;

Name of child/children:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Media

As a member of the child club, during activities, there is a likelihood that the media (radio stations, TV stations, newspapers, social media etc) will want to capture the club activities to which your child can be exposed to the public. All care will be taken to ensure that your child's safety and protection is paramount during such engagements and interactions such as interviews and may appear in photographs, films, videotapes, audiotapes, or other forms of recording in their home/local area with various media sources.

If you agree that you give consent for your child/children to participate in any media activities, please tick the appropriate box;

I/we give my/our consent for my/our child to take part in media activities at the meeting.


I/we DO NOT give my/our consent for my/our child to take part in media activities at the meeting

Parent/Guardian Name	Parent/Guardian Signature	Parent/Guardian Name	Parent/Guardian Signature
Date:		Date:	






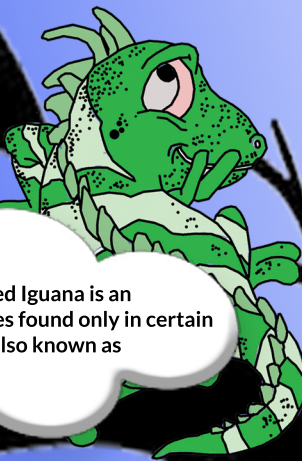
**BUNEDAMU:** the Orange Fruit Dove also known as the Flame Dove and endemic to forests of Vanua Levu.




**BEKABEKA:** the Pacific Sheath-tailed bat once common in Fiji is rarely seen but can be found in caves in the northern division.




**LESI:** the white-collared Kingfisher. Also known as Sese, Selala, Secala and Lele.




**VOKAI:** the Crested Iguana is an endangered species found only in certain places in Fiji. It is also known as SAUMURI.



**GANIVATU:** the Fiji Peregrine Falcon and very rare. Known to nest in rockfaces or cliffs.



**TAKU:** the Hawksbill turtle commonly found in Fiji waters.



**KOKI:** this parrot was introduced to Fiji from Tonga and can be confused with the Crimson Shining-parrot of Kadavu. The Koki is native to the islands of Vanua Levu and Taveuni.



**BICI:** the banded rail and extremely rare with similar characteristics to the New Zealand weka bird.

Illustrations by John Mausio. The illustrations depict the cartoon versions of the fauna of Fiji with the hope of informing children on the indigenous names of the illustrated fauna.